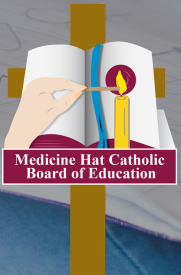


MEDICINE HAT CATHOLIC BOARD OF EDUCATION
**Combined Annual Education
Results Report (AERR) &
Three Year Education Plan for
2020-2023**



@MHCatholic



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Message from the Board Chair

I am privileged to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our Catholic Schools are schools of hope committed to meeting the needs of all students. In our mission of "Showing the Face of Christ to All" we work closely in partnership with our families, schools and parishes. This partnership which serves to build community is at the cornerstone of why we exist.

The Board of Trustees is very proud of the work that is done each and every day in our schools. Our Three-Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and strategies to our stakeholders.

The Division priorities for 2020-2021 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **FUTURE READY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER ENGAGEMENT**.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued loved and within a safe and caring environment.



Dick Mastel, Board Chair

Mission Vision Values

Our Mission

In partnership with family, Church and community, we provide Catholic education of the highest quality to our students.

Our Vision

A gospel-centered community committed to learning excellence, Christian service, living Christ

Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the church.

In our ministry, we value and celebrate

- Teaching and living our Catholic faith
- Our Catholic traditions
- Our ability to offer a full range of educational programs for all students
- The uniqueness of each child (that each child is special)

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence
- Build Community

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for the Medicine Hat Catholic Board of Education were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on November 24, 2020.



Board Chair: Mr. Dick Mastel



Superintendent of Schools: Mr. Dwayne Zarichny

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded school division with approximately 2600 students in 9 schools.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students. We serve the communities of Medicine Hat, Redcliff, Dunmore and surrounding areas.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

Demographics

- Enrolment **2622** students ELP – Grade 12
- **134** Full Time Equivalent (FTE) Certified Teachers
- **152** Full Time Equivalent (FTE) Support Staff
- **9** Schools
 - **4** *Elementary Schools, K - 6*
 - **1** *Elementary School, K - 5*
 - **1** *Dual-Track English/French Immersion Elementary School, K - 6*
 - **1** *Middle School Dual-Track English/French Immersion with Fine Arts Academy, 7 - 9*
 - **1** *Middle School with Sports Academy, 6 - 9*
 - **1** *High School Dual Track- English/French Immersion, 10 - 12*
- **126** of our student's study English as a Second Language (ESL)
- **97** First Nations, Métis and Inuit student population (FNMI)

Strategic Priorities

The Medicine Hat Catholic Board of Education is committed to creating a culture of continuous improvement through the implementation of division strategic priorities. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the division and align with the Provincial Annual Education Results Report.

Developing School Education Plan Priorities

Each priority includes strategies for implementation at the division and school level and provides outcomes for what success looks like. This year, due to COVID-19 restrictions, schools are unable to hold stakeholder meetings to present their school plans. Instead, they will be posting their plans to their school website and inviting all stakeholder groups (trustees, staff and parents) to view them. Stakeholder groups will be encouraged to contact school administrators if they have any questions or require further information from the school plans. Working together, in partnership, the priorities will become achievable.

Division & School Priorities for 2020-2021

Strategic Priority #1

Celebrate our Catholic identity through the 5 Marks of a Catholic School

Strategic Priority #2

Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

**Outcome One: Alberta students are successful.*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

**Outcome Four: Alberta's K-12 education system is well governed and managed*

Strategic Priority #3

Develop teachers with the necessary skills to teach future ready learners.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful*

Strategic Priority #4

Effectively use technology to support learning.

**Outcome One: Alberta students are successful.*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

**Outcome Four: Alberta's K-12 education system is well governed and managed*

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

**Outcome Four: Alberta's K-12 education system is well governed and managed*

*Annual Education Results Report (AERR) Outcomes

Religious Education

“Spiritual Renewal – Following the Light”

The Medicine Hat Catholic Board of Education is an inclusive learning community uniting home, parish and school and is rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

We are dedicated to ensuring that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person. We believe in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good.

This year our theme is *“Spiritual Renewal - Following the Light”*. It is further supported with our scripture passage *“Put out into the deep”* Luke 5:4. This theme was chosen for the year to complement our Diocesan theme as well as to emerge from the darkness and isolation we felt during the spring when we were not able to physically gather as a school community. It is that time for us to follow the light of Christ and to grow in our spirituality by digging deeper into our faith. We will focus on developing our Five Marks of an Excellent Catholic School both at the divisional and school level.

We need to share our gifts that we have been given to our students and each other and to help them see the gifts that they possess as well. Walking alongside our students in their journey of strengthening their relationship with Jesus and each other.

Catholic education invites each one of us – parents, students, teachers, principals, support staff, trustees, clergy, supervisory personnel, parishioners, to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.

Division Outcome 1: The Enhancement of Catholic Education

Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result 2017	Previous 3-Yr Avg	Achievement	Improvement	Overall	17/18	18/19	19/20
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes	Percentage of Teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	89.6	86.6	Very High	Improved	Excellent	86.5	87	87.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	94.3	94.3	Very High	Maintained	Excellent	94.5	95	95.1
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	88.7	86	Very High	Improved	Excellent	86.5	87	87.5
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality, and Parental Involvement. 3) Strategies listed for this outcome will serve to improve our overall results.									
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	86.6	85.2	High	Improved	Good	85.5	85.6	85.7
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school	82	84.5	Very High	Declined	Good	84.5	84.6	84.7
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Education Quality and Citizenship.									

Division Outcome 1: The Enhancement of Catholic Education

Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Strategies	Indicators of Success
<p><i>Mark 1 - Created in the Image of God</i> Celebrate nominees for Excellence in Catholic Teaching. Provide materials to teachers and students on ways to enhance our spiritual well-being.</p>	<p>One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Creation of a landing page for materials that students and/or teachers to access.</p>
<p><i>Mark 2 - Catholic Worldview</i> Coordinate livestream masses and liturgies with the schools as well as virtual church tours with our parish priests in order to continue to celebrate our faith in the times of a pandemic.</p>	<p>Attendance of livestream masses not only in the schools but with parents and other family members.</p>
<p><i>Mark 3 - Faith Permeation</i> Providing resources to teachers on how to imbed our faith into our curriculum through online programs and division created Google slides.</p>	<p>More staff enrolling in faith courses online. Completion of professional development programs of our new teacher in the Growing in Faith, Growing in Christ modules.</p>
<p><i>Mark 4 - Witness</i> Recognition of being a Gospel Witness thank you cards from the Superintendent to staff and students in the division nominated by others. Faith Formation for new teachers will be centered on the Five Marks of an Excellent Catholic Teacher.</p>	<p>A significant percentage of students and staff receive the cards throughout the school year. Teachers will be confident in the knowledge that they are creating sound teaching practices based upon the Marks.</p>
<p><i>Mark 5 - Community</i> Working closely with the parish priests and other faith partners to continue building our community even if we can't be together in person through new initiatives. Communication to our parents on how to access the Parent resource for the Growing in Faith, Growing in Christ program to enhance what is being taught in the school. Highlight each school's involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.</p>	<p>Increased communication through alternative means to our parishes and faith partners. Survey of parents at the end of the year to gain feedback of use and value of the program as well as monitoring the analytics on rate of access throughout the year. Each month one school will be featured in the parish bulletins and announcements. Each parish priest shares a message in school newsletters about themselves and/or the parish community.</p>

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.9	84.6	84.0	82.9	83.3	84	High	Maintained	Good	84	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.4	20.1	18.7	18.8	18.7	20	Intermediate	Maintained	Acceptable	20	20	20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.9	83.9	83.0	87.8	83.1	85	Intermediate	Maintained	Acceptable	87	87	87
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.1	19.7	23.4	26.9	20.8	22	High	Maintained	Good	23	24	25

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	87.2	88.3	85.4	87.1	83.2	85	Very High	Maintained	Excellent	85	85	85
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.5	56.5	57.0	61.6	52.7	60	Intermediate	Declined	Issue	60	60	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.6	1.2	1.0	0.8	0.9	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.1	62.4	69.5	73.4	74.0	75	Very High	Improved	Excellent	75	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	67.1	70.6	68.9	68.1	70	Intermediate	Maintained	Acceptable	70	70	70

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	85.2	84.1	85.9	84.3	85	Very High	Maintained	Excellent	86	87	88

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Division Strategies	Indicators of Success
Continue to implement “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: <ol style="list-style-type: none"> 1. Proactive and/or Regulatory Strategies 2. De-escalation Strategies 3. Follow-up/Restorative/De-briefing Strategies
Provide a continuum of support through school teams consisting of: School Liaison Counsellors, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	Increase in community engagement in collaborative meetings. Increased family/community supports and family-school connections. School teams meet regularly to plan programming based on the needs of the students.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy (RTI, LLI, MIPI, Leveled Grouping, Joyful Literacy, etc.)	Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy. Schools will use the data in program planning and implementation.
Review the K-6 Scope and Sequence document for technology goals.	The Technology Committee reviews Scope and Sequence documents and updates as necessary.
Division will purchase 90 new chromebooks giving the schools the ability to loan older chromebooks to students in need due to online learning.	Number of chromebooks loaned to students.

Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.7	64.9	64.4	78.0	79.2	80	Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	10.6	11.1	19.5	20.8	21	High	Maintained	Good	22	23	24
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	92.6	88.0	85.7	79.3	81.0	82	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.8	8.0	14.3	24.1	4.8	10	Very Low	Maintained	Concern	15	18	20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.7	100.0	66.7	73.8	82.4	83	Very High	Maintained	Excellent	85	85	85
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.3	37.5	33.3	46.1	35.3	36	Low	Maintained	Issue	37	38	40
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	3.1	4.4	2.9	0.0	0	Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	48.8	87.6	54.4	*	55	*	*	*	55	55	55
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	42.9	71.4	53.3	75.0	75	Very High	Maintained	Excellent	75	75	75

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Division Strategies	Indicators of Success
Continue to engage the division in celebrations to create Indigenous cultural awareness including Orange Shirt Day and Métis week.	The Division will celebrate orange shirt day and Metis awareness week. The District FNMI teacher will assist staff in preparing ways to celebrate indigenous cultural awareness activities.
Teachers are provided academic resources, team collaboration in core subjects to integrate Indigenous material.	All teaching staff will have access to the Division FNMI teacher to collaborate on integrating FNMI material into core subject areas. The Division FNMI teacher will be available to present to individual classes on indigenous topics.
Liaise and assist students, staff and parents in acknowledging FNMI heritage and traditions.	A Division FNMI teacher will be tasked to work with students, staff and parents (0.2 FTE) to help acknowledge FNMI heritage and traditions.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	78.4	80.0	81.7	82.3	85	Very High	Improved	Excellent	85	85	85

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Division Strategies	Indicators of Success
Continue to train staff in creating and maintaining holistic safety through SIVA, self-regulation training and a focus on trauma-informed practices.	Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. Plans are completed by teachers in the ISP Dossier system. Emphasis on student involvement (and eventual leadership) in these plans.
Implement a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	Following an incident, environment safety and impact on others is assessed in order to restore safety. Accurate and comprehensive documentation of an incident is recorded to create safety for both the support person and the person being supported. Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.

Division Strategies	Indicators of Success
Engage stakeholders in ensuring the PD plan provides time for division, school and personal PD.	Number of PD opportunities provided for teachers and schools.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide an online presence for students.	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
All new teachers are assigned mentor teachers. All new teachers are assigned a learning coach through SAPDC.	Number of new teachers with mentors. Number of collaboration days between SAPDC professionals and new teachers.
Restart teacher leadership program.	Number of teachers accessing the teacher leadership program.
Review Hapara online platform. Provide PD when necessary.	Number of teachers who are using Hapara as an integrated online/face to face platform for teaching students.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide presence for students (Google meets, Google hangouts, Google classroom, etc.)	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.1	90.2	89.4	90.7	89.0	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	91.0	91.9	93.1	92.3	93	Very High	Maintained	Excellent	94	95	96
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.5	83.8	86.0	86.5	84.4	85	High	Maintained	Good	86	87	88
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	75.2	71.7	73.4	72.3	69.9	72	n/a	n/a	n/a	73	74	75
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	83.6	80.6	80.4	83.8	84	Very High	Maintained	Excellent	85	86	87
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.4	85.8	83.2	85.5	84.3	85	Very High	Maintained	Excellent	86	87	88

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Division Strategies	Indicators of Success
Ensure Administration and staff are trained in the Community Violence-Risk Threat Assessment (VTRA) protocol.	School teams are aware of the protocols and procedures around VTRA. VTRA school teams are established and documentation (planning) is shared amongst team members.
Introduce and review Hapara and the Edmonton Public School Division's fully integrated online teaching platforms. These platforms align with the Alberta Program of studies to provide teachers with a pedagogically sound tool to plan, deliver and assess engaging lessons for students both in person and online.	Number of teachers/students accessing Hapara/Edmonton Public School Division resources & ADLC.
Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	Parents feel engaged in decisions that affect their children.
Continue to view parents as partners by inviting them to participate in key areas such as Liturgical celebrations, strategic planning, division committees and other decisions that affect their children.	Parents are included in activities, committees and planning sessions held by the division/schools.
Develop a communication plan that outlines strategies for the coming year.	A communications work plan is created based on division strategic priorities and special events celebrated/acknowledged annually. This plan serves as a guide to efficiently and effectively communicate with stakeholders.
Enhancing electronic communication and digital presence (websites/school newsletters/Board Bulletins).	Regular electronic communications sent directly to families with valuable content. Division and school websites kept up to date with up to date information for current and prospective families.
Using social media to engage and connect with stakeholders on a regular basis (parents/ parishioners/ community members).	Stakeholder engagement increases on all social media platforms. Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing and liking posts.

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Medicine Hat Roman Catholic Se			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.2	89.0	89.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.4	82.3	81.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.2	92.3	92.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.4	0.9	0.9	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	80.8	83.2	85.3	79.7	79.1	78.4	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	83.3	83.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.7	18.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.1	84.6	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	20.8	23.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	55.6	52.7	57.1	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	70.4	68.1	69.2	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.9	74.0	72.3	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	87.0	84.4	85.6	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	86.1	84.3	84.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.8	83.8	81.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.7	84.3	84.4	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

May 2020 Accountability Pillar FNMI Summary

Measure Category	Measure	MHCBE (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.7	0.0	2.4	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	51.3	82.4	74.3	55.8	56.6	54.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.2	78.0	69.1	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.8	19.5	13.8	7.4	6.6	6.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.0	79.3	84.3	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	4.8	24.1	15.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	20.5	35.3	38.2	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	50.0	75.0	66.6	39.1	37.1	35.7	Low	n/a	n/a
	Transition Rate (6 yr)	*	*	71.0	35.0	34.2	33.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

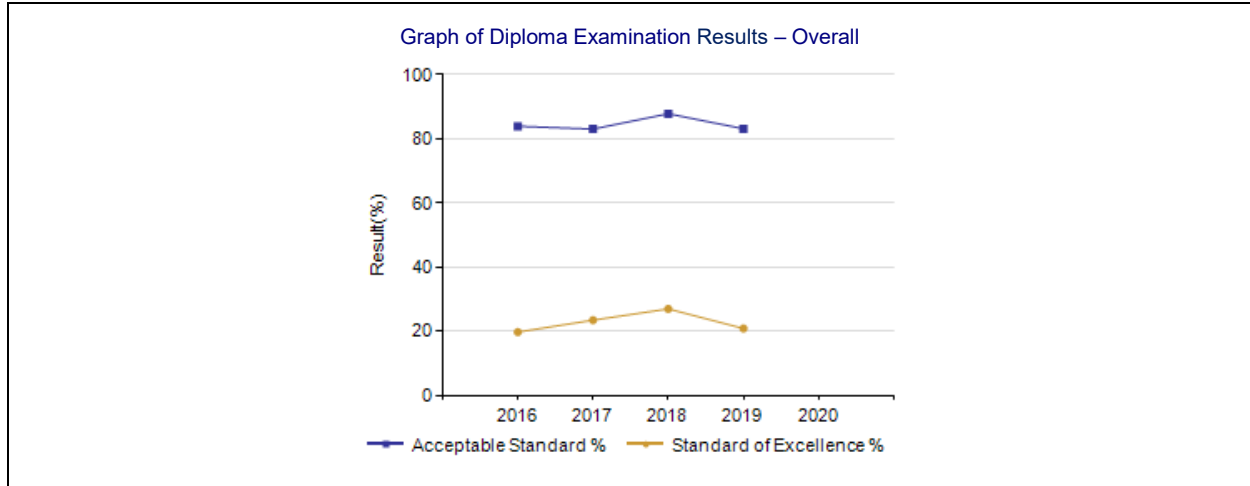
The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	90.7	4.7	83.3	7.6	87.4	5.3	87.4	5.9	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	91.8	6.6	90.8	13.8	94.8	20.7	84.6	7.7	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	56.8	14.9	67.5	27.3	95.5	40.9	76.9	27.7	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	80.0	3.6	65.4	15.4	66.7	7.0	67.9	7.1	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	88.5	19.2	96.1	15.7	94.4	22.2	94.0	22.0	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	92.7	38.2	96.2	36.5	96.1	33.3	88.6	21.1	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	84.4	23.8	78.4	23.9	84.7	42.3	70.1	17.5	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	76.9	21.8	79.1	28.6	77.2	29.8	88.5	46.9	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	90.9	36.4	89.4	44.7	94.3	37.1	95.2	38.1	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:

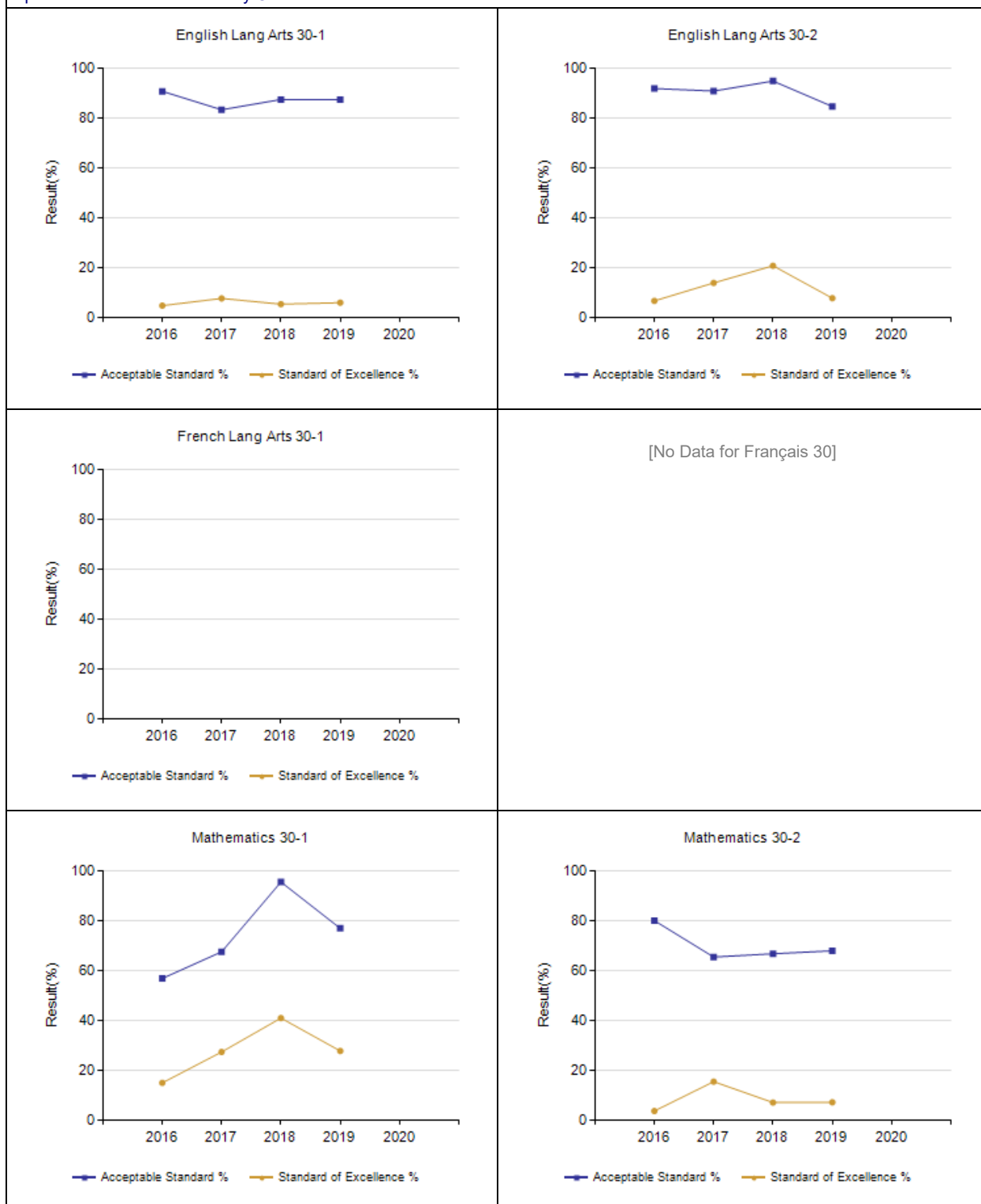
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

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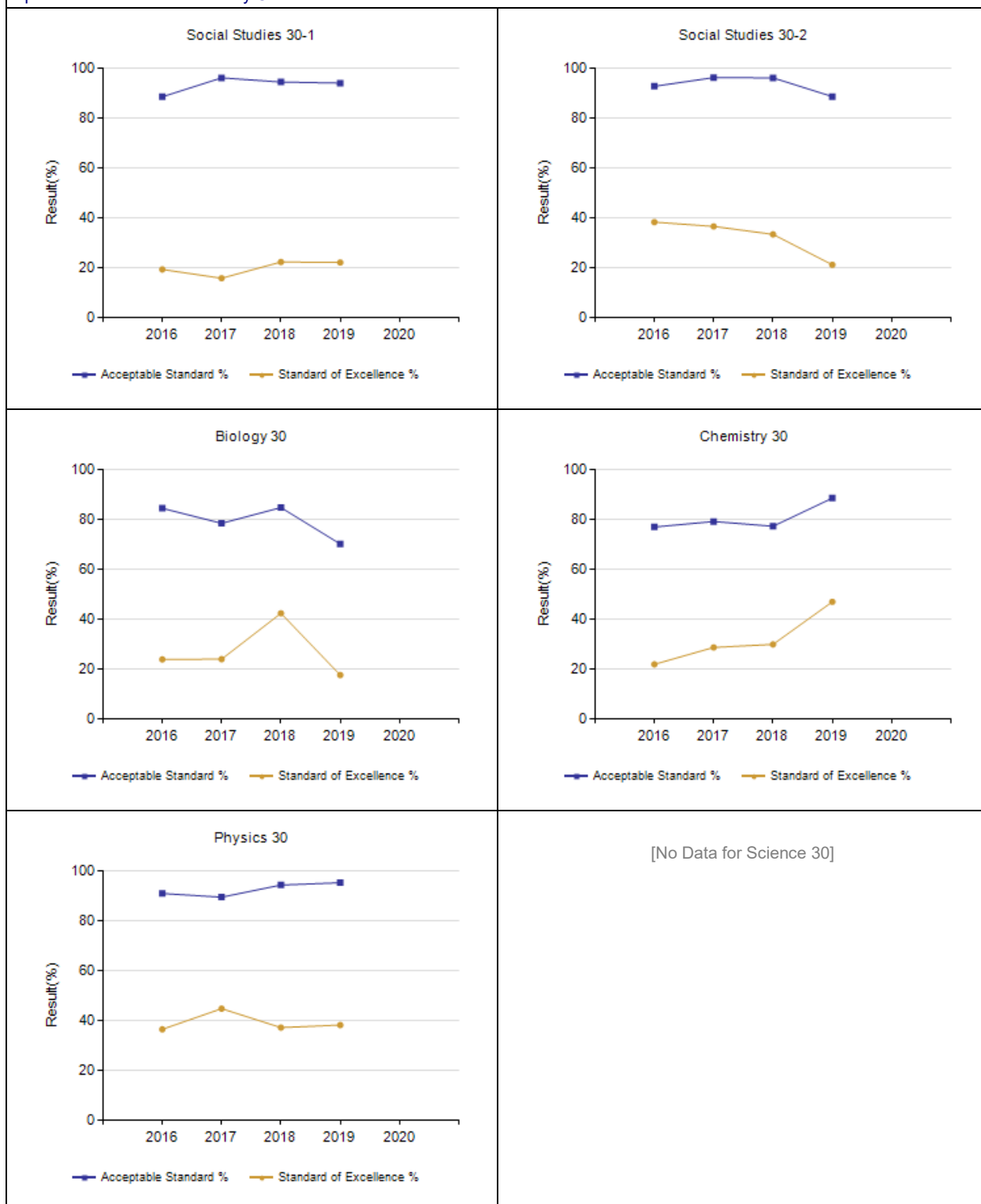
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



Notes:

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Medicine Hat Roman Catholic Se							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	119	86.0	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	119	6.3	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	90.1	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	14.1	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	62	80.0	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	62	32.0	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	64	66.6	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	64	9.8	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	40	94.8	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	40	20.0	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	136	93.6	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	136	30.3	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	114	77.7	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	114	27.9	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	81.6	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	35.1	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	41	93.0	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	40.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

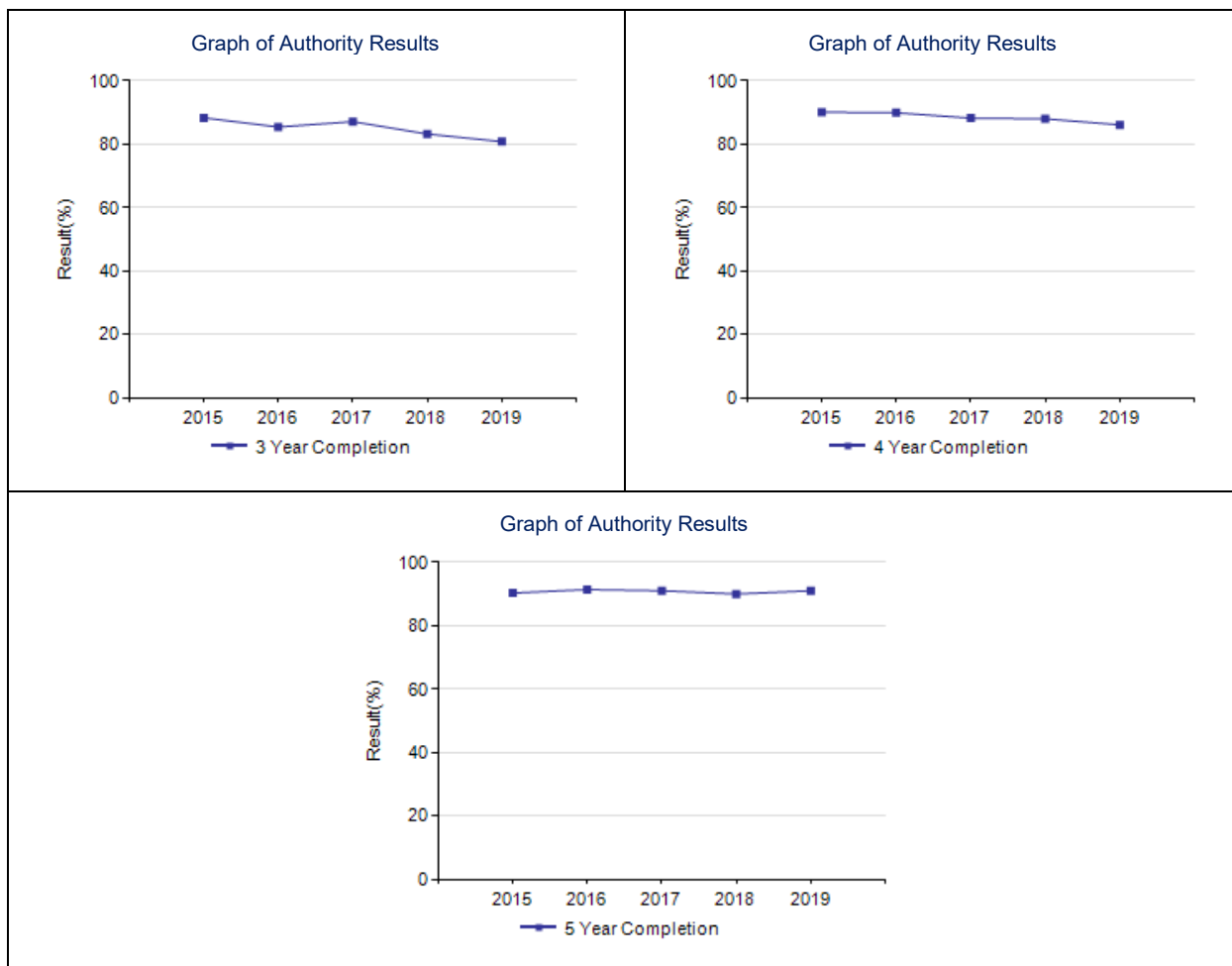
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	88.3	85.4	87.1	83.2	80.8	76.5	78.0	78.0	79.1	79.7
4 Year Completion	90.1	89.9	88.2	88.0	86.1	81.0	81.2	82.6	82.7	83.5
5 Year Completion	90.3	91.4	91.0	90.0	91.0	82.1	83.2	83.4	84.8	84.9

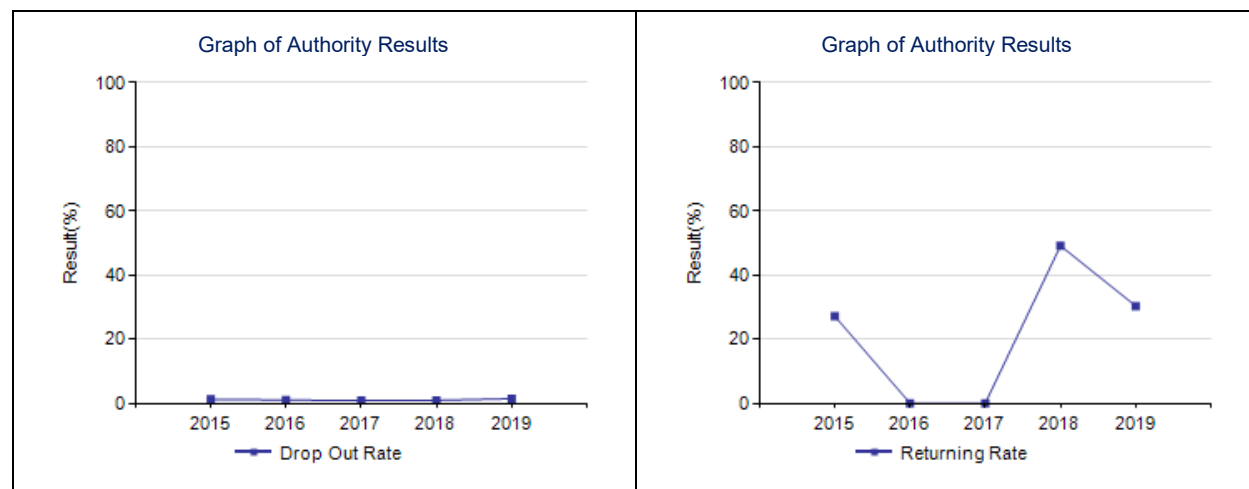


Notes:

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	1.2	1.0	0.8	0.9	1.4	3.2	3.0	2.3	2.6	2.7
Returning Rate	27.1	0.0	0.0	49.1	30.3	18.2	18.9	19.9	22.7	18.2

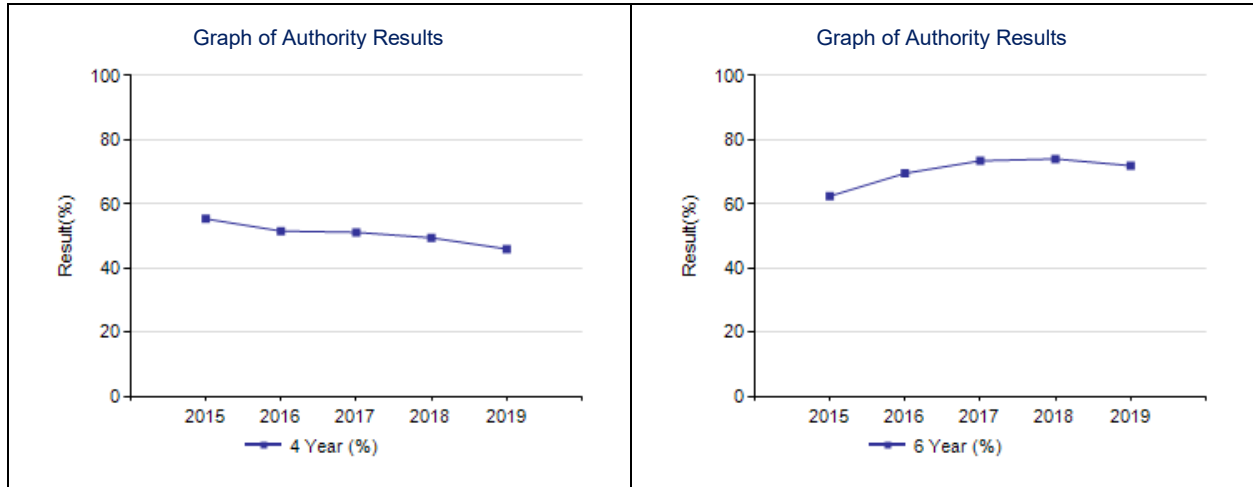


Notes:

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2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	55.3	51.5	51.1	49.4	45.9	37.0	37.0	39.3	40.1	40.8
6 Year Rate	62.4	69.5	73.4	74.0	71.9	59.4	57.9	58.7	59.0	60.1



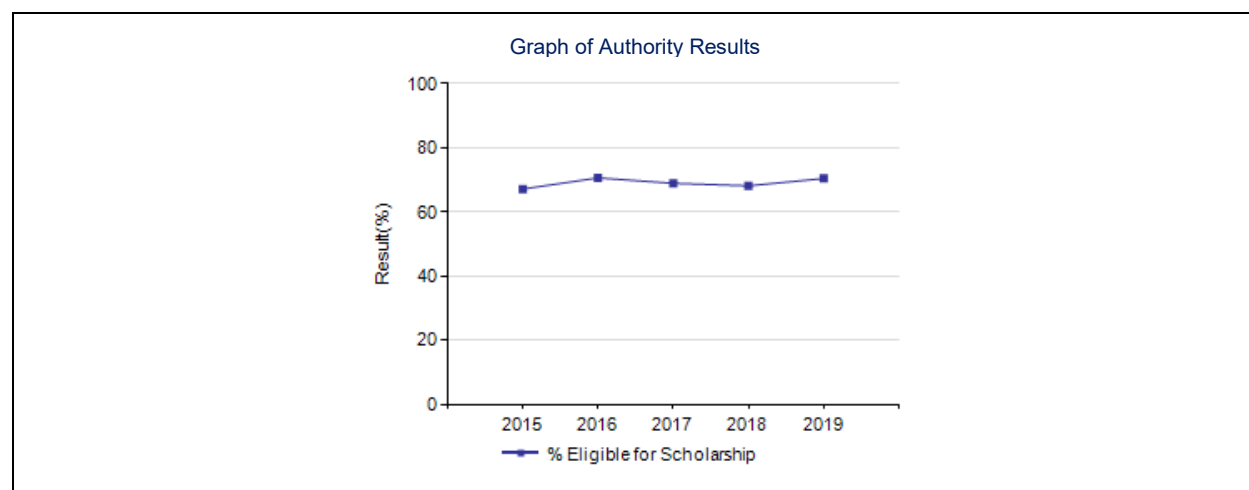
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	67.1	70.6	68.9	68.1	70.4	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	167	108	64.7	97	58.1	69	41.3	112	67.1
2016	170	115	67.6	100	58.8	72	42.4	120	70.6
2017	222	145	65.3	135	60.8	79	35.6	153	68.9
2018	160	101	63.1	91	56.9	70	43.8	109	68.1
2019	203	131	64.5	115	56.7	84	41.4	143	70.4



Notes:

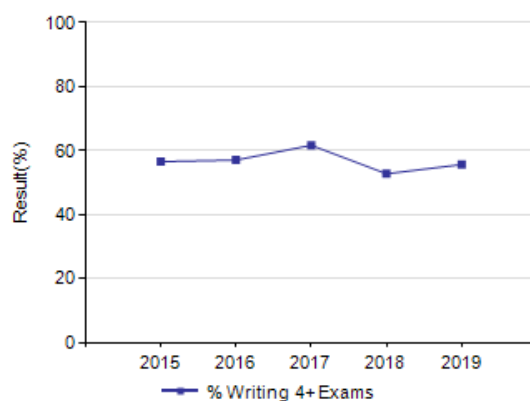
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3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	8.1	9.0	6.6	10.4	8.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	91.9	91.0	93.4	89.6	92.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	90.1	87.9	91.0	88.3	88.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	67.1	68.7	76.3	69.3	70.0	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	56.5	57.0	61.6	52.7	55.6	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	43.6	43.3	42.6	36.9	38.6	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	17.7	17.3	14.2	14.6	18.0	13.8	13.6	13.9	14.2	13.6

Graph of Authority Results



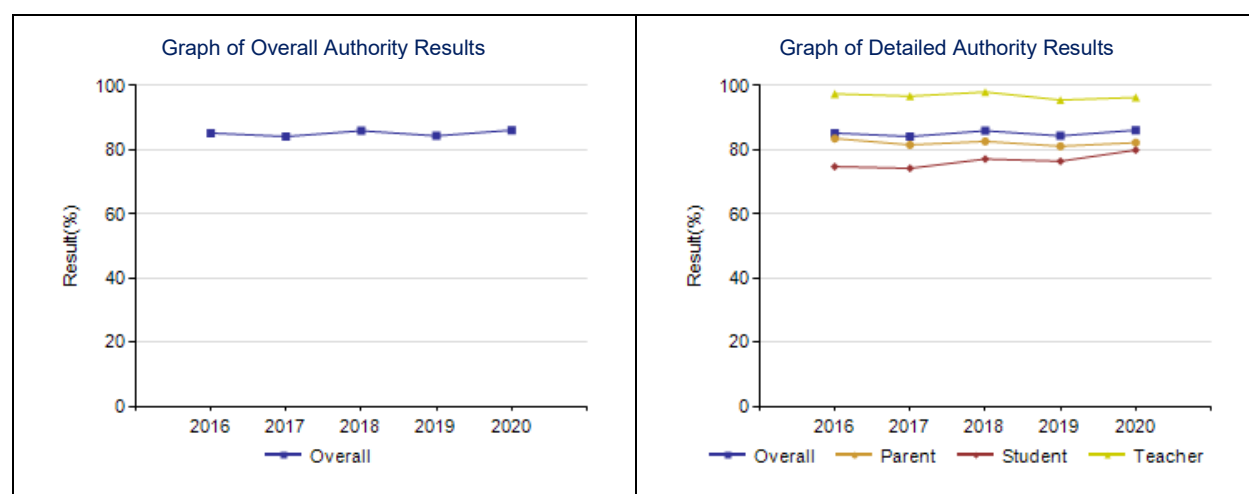
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	55.2	56.4	64.9	53.8	57.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	35.5	35.0	29.8	35.0	32.1	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	89.5	89.0	91.2	86.9	88.8	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	22.1	15.3	22.4	12.5	25.0	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	66.9	74.2	67.8	75.0	63.8	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	89.0	87.7	90.2	86.9	87.2	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	32.6	36.8	35.1	25.0	30.6	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	29.7	27.6	35.1	33.8	29.6	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	59.9	61.3	68.8	58.1	59.7	57.6	58.3	58.6	59.3	59.1
Biology 30	47.1	53.4	58.5	52.5	58.7	40.6	40.7	41.7	42.7	42.3
Chemistry 30	48.3	41.1	42.0	38.8	36.2	35.7	35.6	35.1	35.8	35.1
Physics 30	25.6	23.3	22.4	20.0	21.4	19.9	19.3	18.6	18.7	17.6
Science 30	2.3	6.1	4.9	2.5	5.6	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	61.0	63.8	70.2	61.3	65.3	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	1.2	0.0	0.5	0.6	1.5	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	1.2	0.0	0.5	0.6	1.5	3.0	3.1	3.3	3.0	2.9

Notes:

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4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	84.1	85.9	84.3	86.1	83.9	83.7	83.0	82.9	83.3
Teacher	97.4	96.7	98.0	95.5	96.3	94.5	94.0	93.4	93.2	93.6
Parent	83.5	81.5	82.6	81.1	82.2	82.9	82.7	81.7	81.9	82.4
Student	74.7	74.2	77.1	76.4	79.9	74.5	74.4	73.9	73.5	73.8



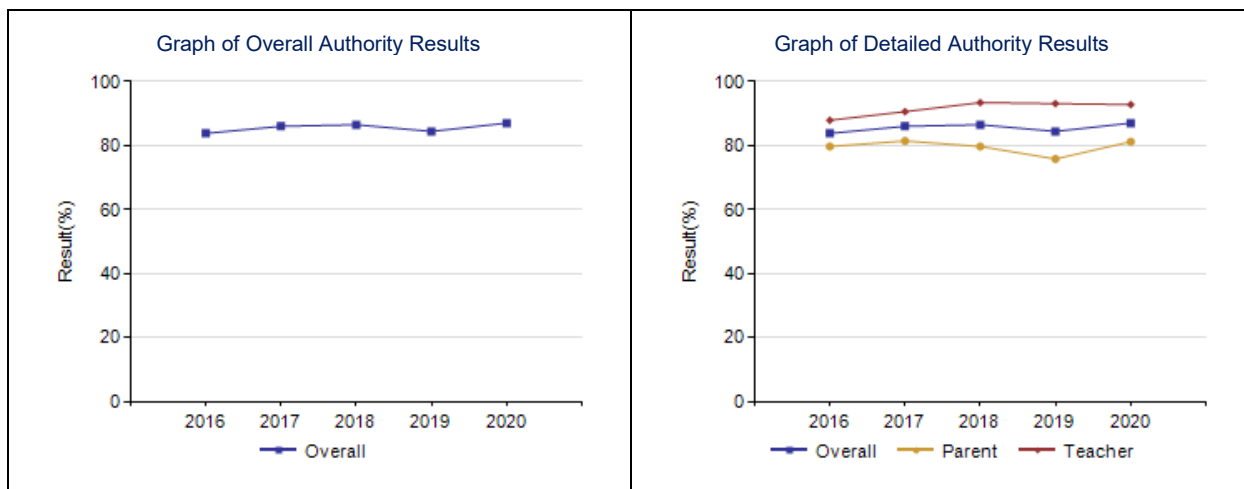
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.8	86.0	86.5	84.4	87.0	82.6	82.7	82.4	83.0	84.1
Teacher	87.9	90.6	93.4	93.1	92.8	90.5	90.4	90.3	90.8	92.2
Parent	79.7	81.4	79.7	75.8	81.2	74.8	75.1	74.6	75.2	76.0



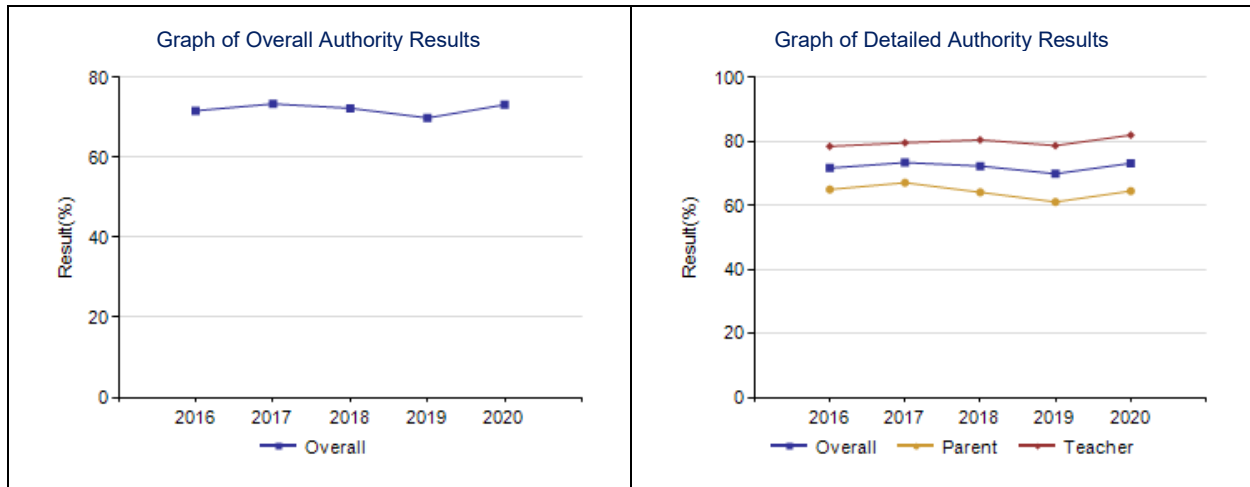
Notes:

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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.7	73.4	72.3	69.9	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	78.5	79.6	80.5	78.7	82.0	77.3	77.3	77.8	78.8	80.6
Parent	65.0	67.1	64.1	61.1	64.5	64.2	64.8	64.0	64.0	64.6



Notes:

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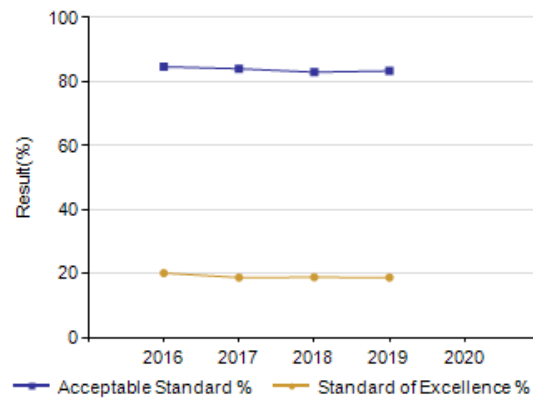
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	91.1	20.8	89.2	17.4	87.6	20.5	92.8	18.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	64.3	0.0	87.5	0.0	88.9	0.0	80.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	83.2	16.3	74.2	7.2	80.5	9.5	80.9	16.3	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	89.6	30.7	88.7	27.8	92.4	31.4	88.7	30.8	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	84.2	21.3	87.6	21.6	86.1	22.4	88.2	27.7	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	94.0	18.1	91.5	15.4	87.1	14.4	91.5	13.4	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	76.2	0.0	71.4	14.3	82.4	17.6	76.5	17.6	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	63.6	0.0	100.0	10.0	80.0	0.0	30.0	0.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	77.1	17.3	80.8	21.8	70.8	13.5	67.0	14.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	86.4	18.2	86.7	20.0	84.2	5.3	79.2	8.3	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	83.6	20.5	83.2	21.9	80.4	17.5	82.3	16.7	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	75.0	12.5	41.7	0.0	81.3	12.5	66.7	13.3	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	79.5	21.8	81.1	20.4	76.7	23.8	80.2	14.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	75.0	18.8	41.7	0.0	70.6	5.9	81.3	31.3	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

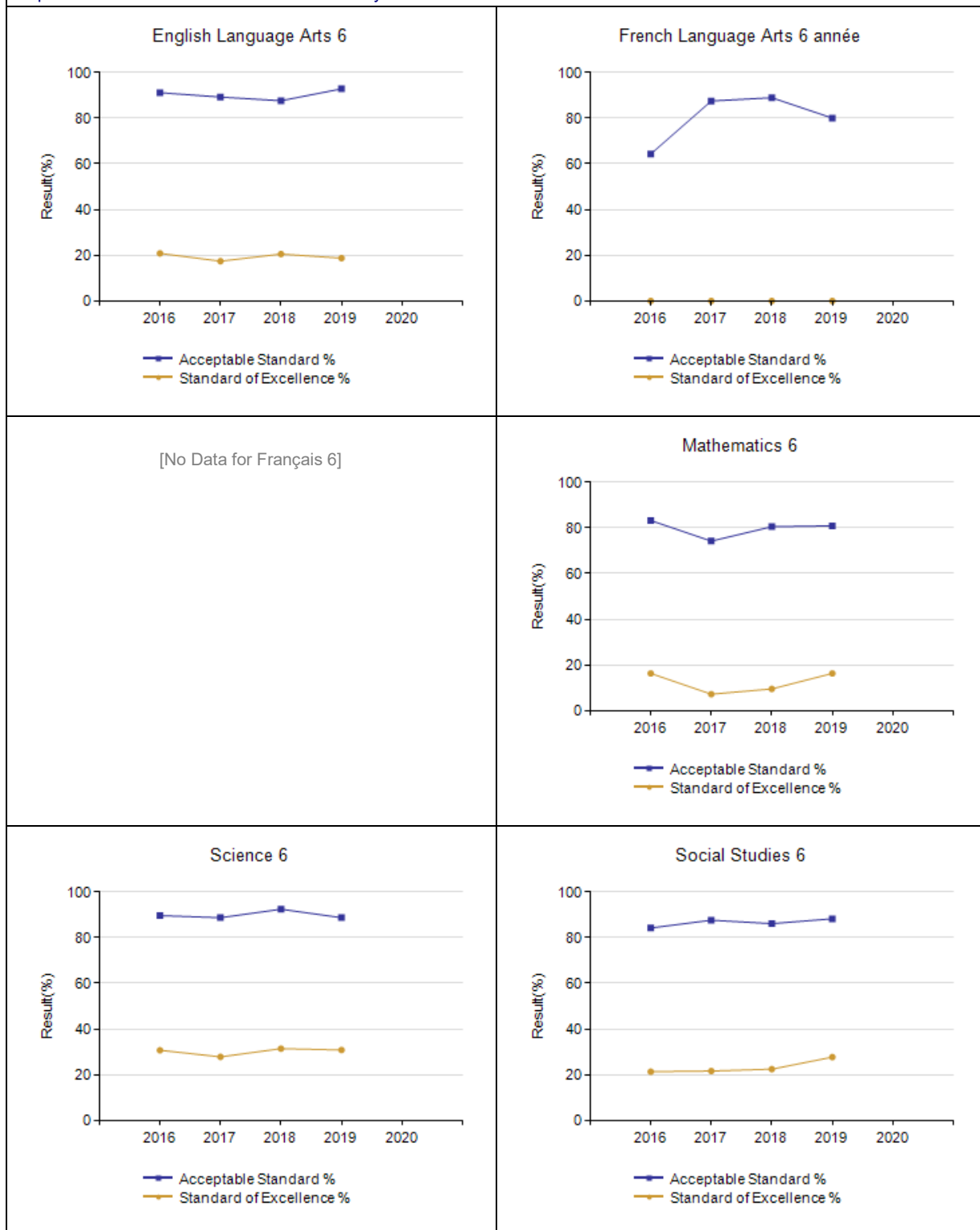
Graph of Overall Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

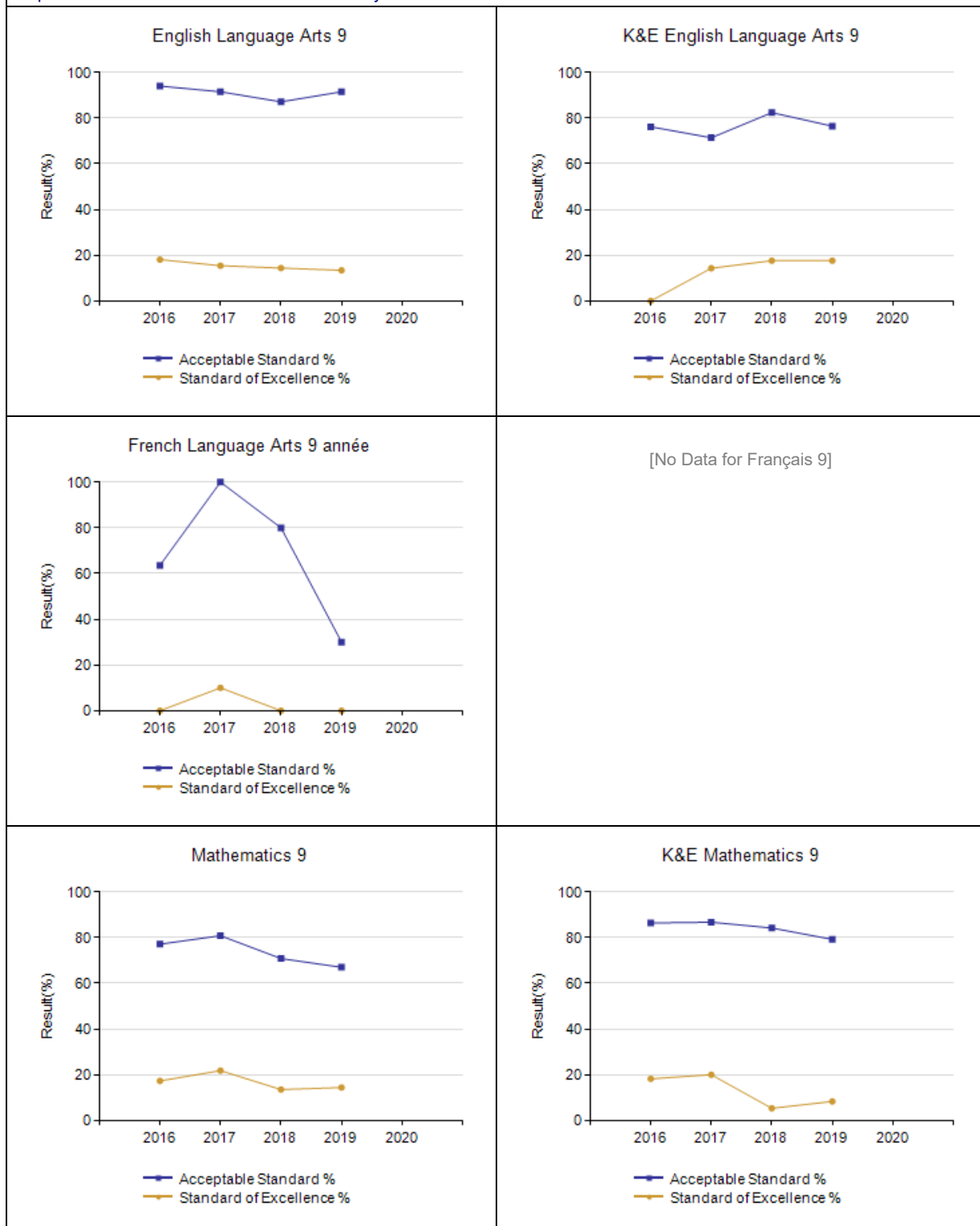
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

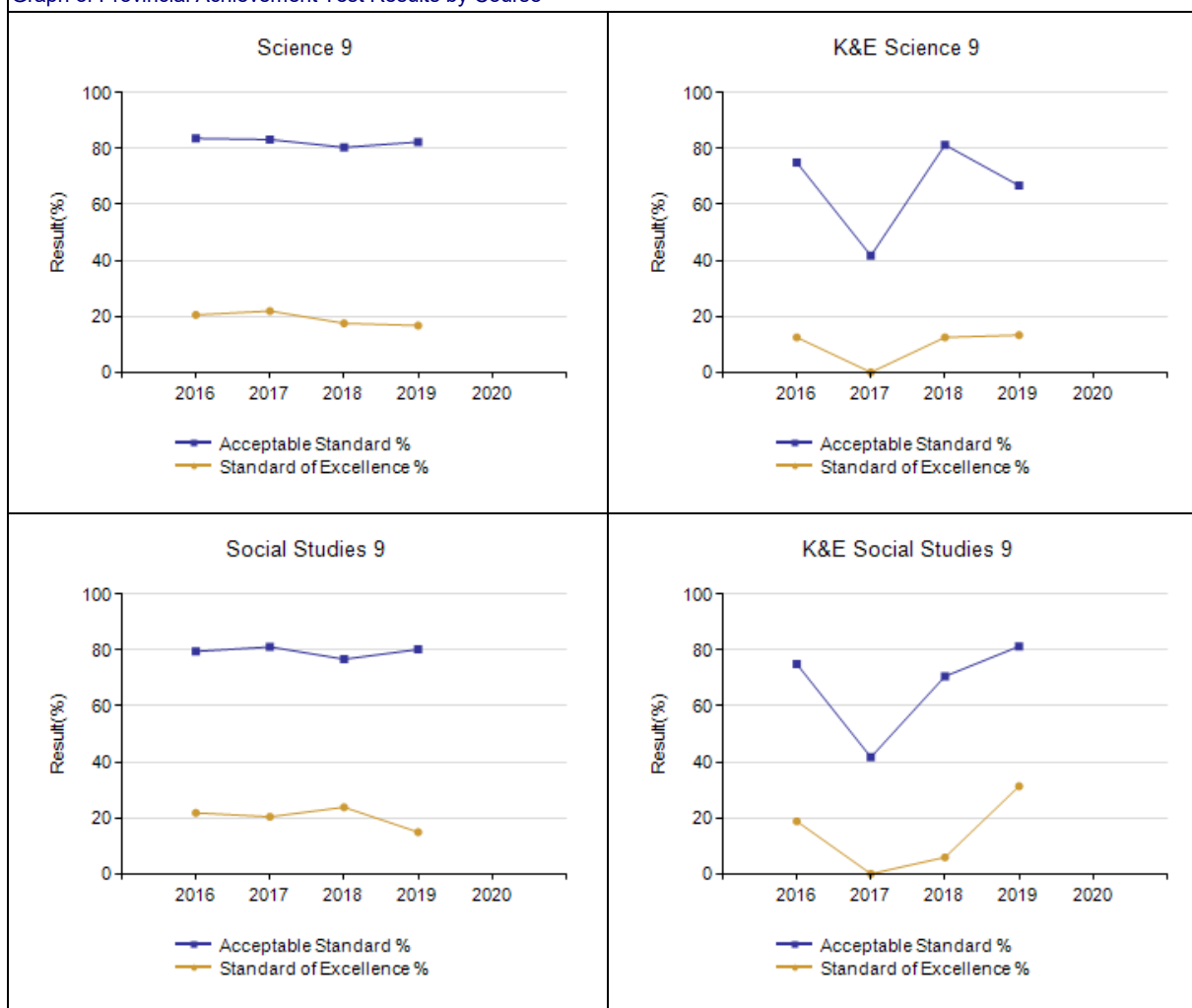
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Medicine Hat Roman Catholic Se							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	205	89.9	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	205	18.9	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	85.5	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	0.0	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	204	78.5	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	204	11.0	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	204	89.9	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	204	30.0	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	204	87.3	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	204	23.9	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	199	90.1	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	199	14.4	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	76.8	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	16.5	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	70.0	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	3.3	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	193	72.9	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	193	16.6	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	83.3	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	11.2	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	198	81.9	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	198	18.7	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	63.2	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	8.6	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	197	79.3	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	197	19.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	64.5	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	12.4	n/a	n/a	1,453	14.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

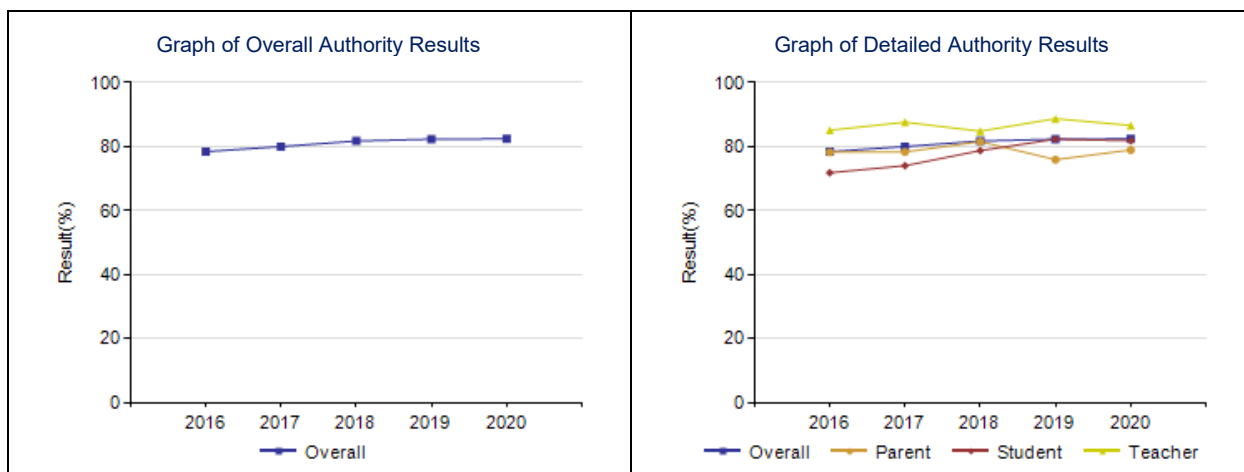
Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.4	80.0	81.7	82.3	82.4	81.9	81.9	81.8	82.2	82.4
Teacher	85.1	87.6	84.8	88.7	86.6	88.1	88.0	88.4	89.1	89.3
Parent	78.2	78.3	81.5	75.9	78.9	80.1	80.1	79.9	80.1	80.1
Student	71.8	74.0	78.7	82.3	81.8	77.5	77.7	77.2	77.4	77.8

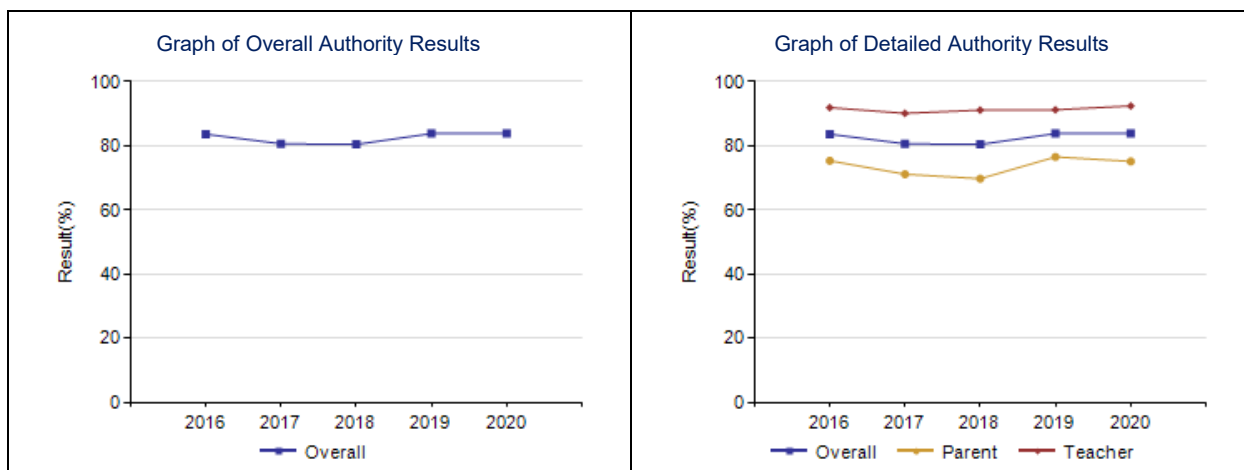


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.6	80.6	80.4	83.8	83.8	80.9	81.2	81.2	81.3	81.8
Teacher	91.9	90.1	91.1	91.2	92.4	88.4	88.5	88.9	89.0	89.6
Parent	75.3	71.1	69.7	76.5	75.1	73.5	73.9	73.4	73.6	73.9

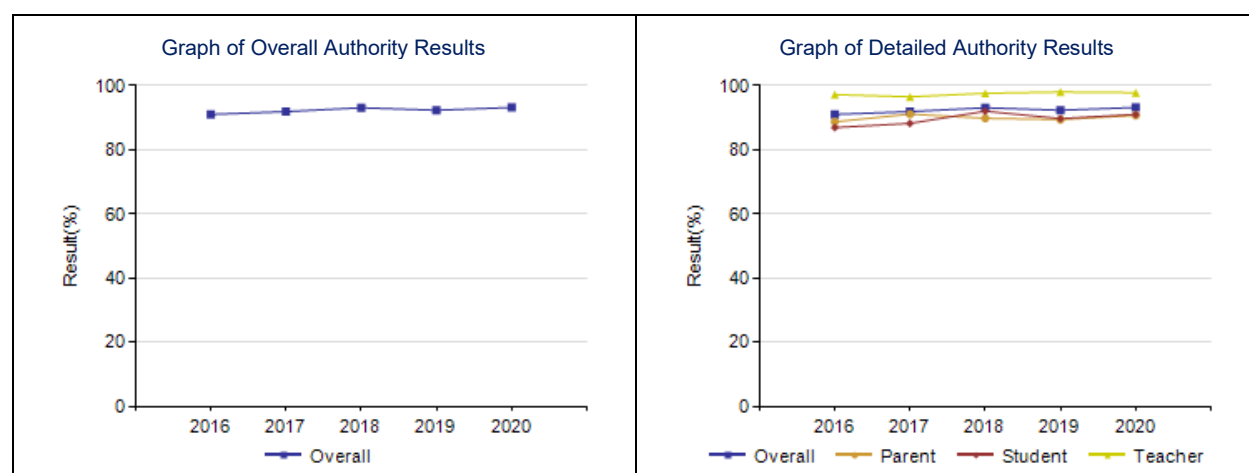


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.0	91.9	93.1	92.3	93.2	90.1	90.1	90.0	90.2	90.3
Teacher	97.2	96.5	97.6	98.0	97.8	96.0	95.9	95.8	96.1	96.4
Parent	88.7	91.1	89.8	89.4	90.7	86.1	86.4	86.0	86.4	86.7
Student	86.9	88.2	92.0	89.7	91.0	88.0	88.1	88.2	88.1	87.8

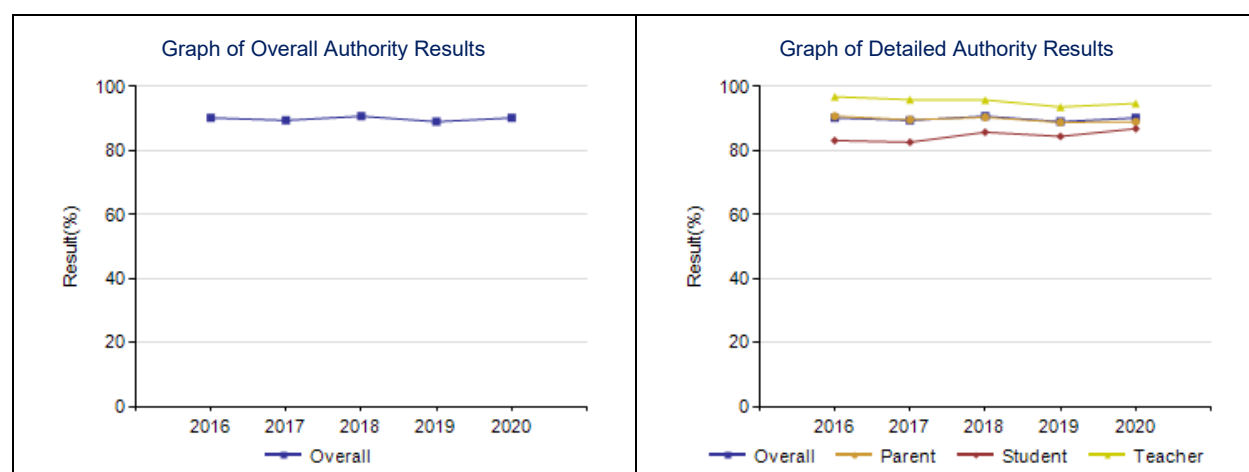


Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.2	89.4	90.7	89.0	90.2	89.5	89.5	89.0	89.0	89.4
Teacher	96.8	95.9	95.8	93.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	90.7	89.6	90.4	88.8	89.0	89.8	89.9	89.4	89.7	90.2
Student	83.1	82.6	85.7	84.4	86.8	83.4	83.3	82.5	82.3	82.6



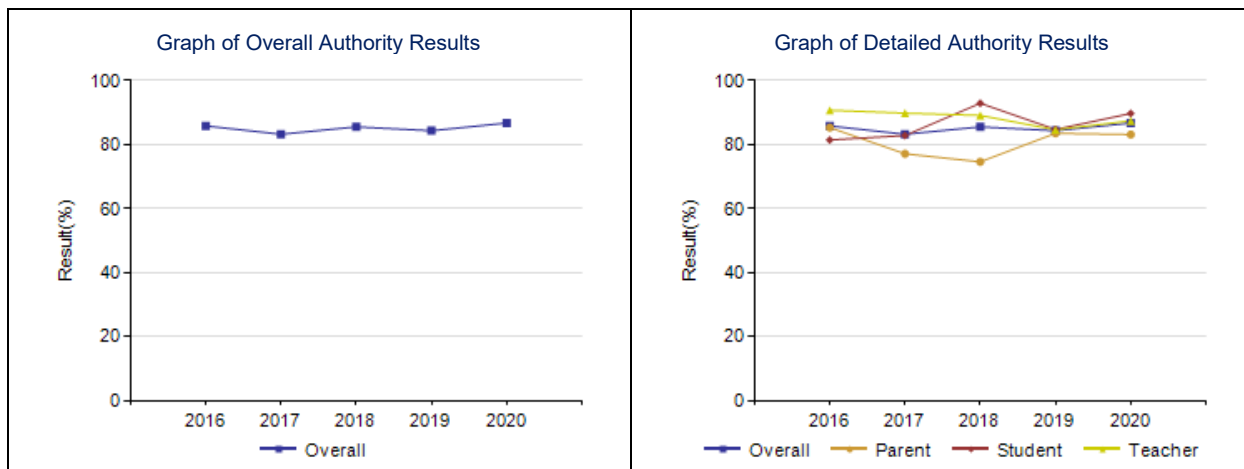
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.8	83.2	85.5	84.3	86.7	81.2	81.4	80.3	81.0	81.5
Teacher	90.7	89.8	89.1	84.6	87.4	82.3	82.2	81.5	83.4	85.0
Parent	85.3	77.1	74.6	83.5	83.1	79.7	80.8	79.3	80.3	80.0
Student	81.4	82.8	92.9	84.7	89.7	81.5	81.1	80.2	79.4	79.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Medicine Hat Catholic Board of Education 2019- 2020 Annual Education Results Report Summary

Progress

Accountability Pillar Results continue to indicate strong results. The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. Our school Division has done exceptionally well and we have a lot to celebrate. Medicine Hat Catholic Schools continue to excel on the Alberta Education accountability pillars. Students are achieving well above the provincial average in **13** of **16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average **9.5 %** higher than the province on meeting the acceptable standards in all Provincial Achievement Exams. In **8** categories measured in the accountability pillar survey, MHCBE results improved over 2018-2019. These results show the high quality of education in our Catholic Schools and the commitment of staff and parents in ensuring students are safe, engaged and successful.

Priorities

- Celebrate our Catholic identity through the Marks of a Catholic School
- Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.
- Develop teachers with the necessary skills to teach future ready learners.
- Effectively use technology to support learning.
- Foster meaningful parental involvement and stakeholder engagement.

Summary

Medicine Hat Catholic Board of Education continues to provide excellent Catholic education in partnership with family, church and community.

We are continuing to work together in partnership to find ways to support and sustain our programs throughout the division.

We continue to be innovative in striving to become more effective and efficient. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students.

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision making through a Catholic perspective; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta.

Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: [Public Interest Disclosure \(Whistleblower Protection\) Act](#) as a result of Section 32 of the *Public Interest Disclosure Act* (2013).

Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

Financial Summary

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	Actual 2020	Actual 2019
REVENUES			
Government of Alberta	\$ 25,854,235	\$ 25,263,552	\$ 27,000,542
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ 4,791,791	\$ 4,140,022	\$ 4,191,654
Fees (Schedule 8)	\$ 622,605	\$ 577,218	\$ 629,230
Sales of services and products	\$ 884,101	\$ 692,725	\$ 1,031,966
Investment income	\$ 55,200	\$ 51,386	\$ 76,373
Donations and other contributions	\$ 244,000	\$ 239,158	\$ 300,821
Other revenue	\$ 33,640	\$ 40,425	\$ 142,914
Total revenues	\$ 32,485,572	\$ 31,004,486	\$ 33,373,500
EXPENSES			
Instruction - ECS	\$ 3,256,513	\$ 3,754,619	\$ 3,602,361
Instruction - Grades 1 - 12	\$ 20,979,641	\$ 20,269,456	\$ 21,184,031
Plant operations and maintenance (Schedule 4)	\$ 4,509,116	\$ 4,368,603	\$ 4,665,435
Transportation	\$ 1,298,760	\$ 1,051,360	\$ 1,260,072
Board & system administration	\$ 1,678,254	\$ 1,591,728	\$ 1,672,813
External services	\$ 554,200	\$ 406,901	\$ 456,946
Total expenses	\$ 32,276,484	\$ 31,442,667	\$ 32,841,658
Annual operating surplus (deficit)	\$ 209,088	\$ (438,181)	\$ 531,843
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ 209,088	\$ (438,181)	\$ 531,843
Accumulated surplus (deficit) at beginning of year	\$ 2,698,399	\$ 2,698,399	\$ 2,166,557
Accumulated surplus (deficit) at end of year	\$ 2,907,487	\$ 2,260,218	\$ 2,698,399

The accompanying notes and schedules are part of these financial statements.

School Generated Funds

'School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 15 of the Audited Financial Statements for the year ending August 31, 2020'

More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email info@mhcbce.ab.ca.

Net Assets

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2020-21 Budget Summary

	2020-21			2020-21 Closing Balance	Change in Balance
	2020-21 Opening Balance	Transfers In	Transfers Out		
Unrestricted Net Assets					
Unrestricted	160,086			732	(159,354)
2020-21 Revenue over Expenses	(396,384)		396,384		
Unsupported Amortization from Investment in Capital Assets	186,697	186,697			
Transfer Portion of Amortization to Capital Assets	(186,697)		186,697		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
School Generated Fund Balances	94,807	94,807			
Learning Services CCT Program	-		-		
International Student Surplus - Restricted	1,583	1,583	-		
Use of School and Department Reserves - Contingency	147,140	147,140			
School and Department use of Restricted Reserve	-	-			
Restricted Reserves					
Working Capital (5-days = \$656,463)	-	-	-	-	
Department Reserves					
School Based	37,774	-	-	37,774	
Use of School and Department Reserves - Contingency	-		147,140	(147,140)	
Learning Services - CCT Program	1,076	-		1,076	
School Generated Funds	556,822		94,807	462,015	
International Student Program	17,505	-	1,583	15,922	
Band	36,028		-	36,028	
O&M Equipment	57,416		-	57,416	
Total Operating Reserves	706,621	-	243,530	463,091	(243,530)
Total Accumulated Operating Surplus	866,707	430,227	833,111	463,823	(402,884)
Capital Reserves					
Child Care Modular	58,500	6,500		65,000	6,500
Amortization from Capital Assets	-	186,697	-	186,697	186,697
Total Net Assets (Not invested in Capital Assets)	925,207	623,424	833,111	715,520	(209,687)
Accumulated Surplus from Operations net of SGF	309,885			1,808	

Budgeted Allocation of Expenses

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT) for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
EXPENSES			
Certificated salaries	\$ 13,296,540	\$13,092,871	\$13,616,554
Certificated benefits	\$ 3,081,653	\$3,052,143	\$3,018,300
Non-certificated salaries and wages	\$ 6,457,212	\$6,342,490	\$6,615,603
Non-certificated benefits	\$ 1,584,961	\$1,579,724	\$1,486,988
Services, contracts, and supplies	\$ 7,831,389	\$7,034,616	\$6,377,589
Capital and debt services			
Amortization of capital assets			
Supported	\$ 1,473,927	\$1,418,850	\$1,389,733
Unsupported	\$ 186,697	\$249,267	\$276,183
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ 5,000	\$5,000	\$280
Losses on disposal of capital assets	\$ -	\$0	\$60,428
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$33,917,379	\$32,774,961	\$32,841,658

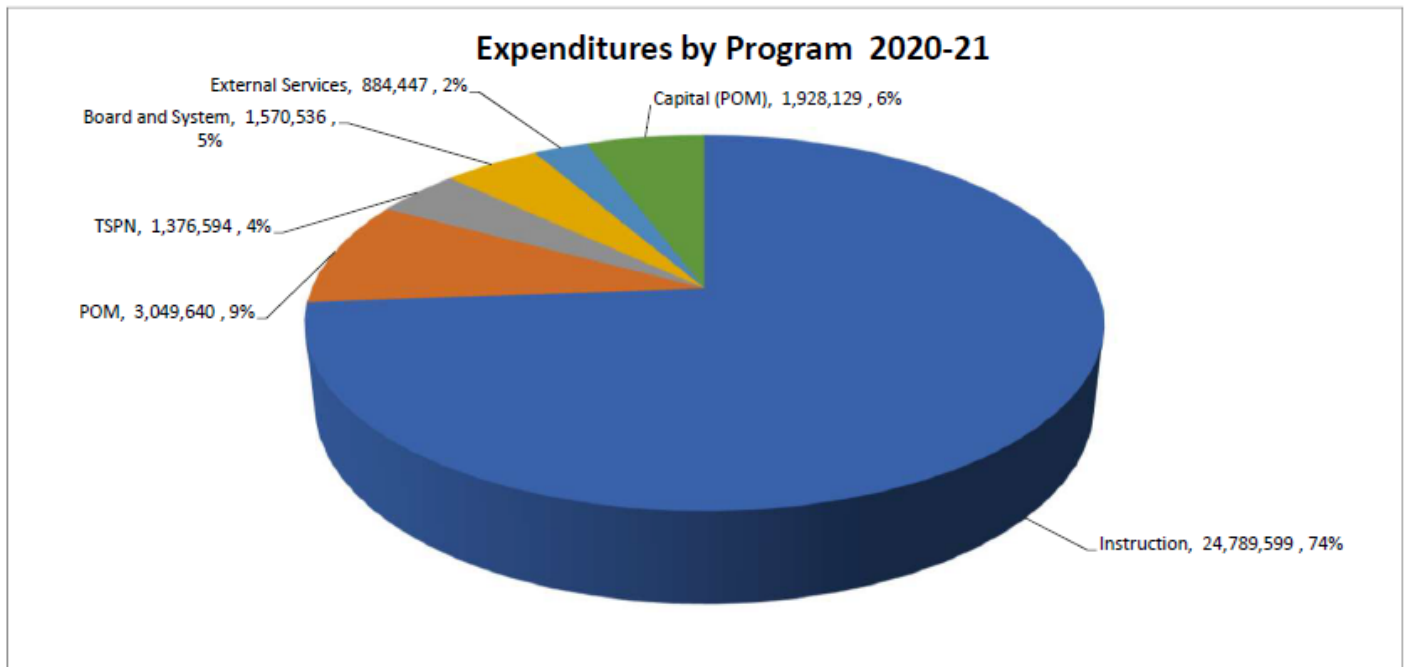
Budgeted Statement of Operations

School Jurisdiction Code: 4501

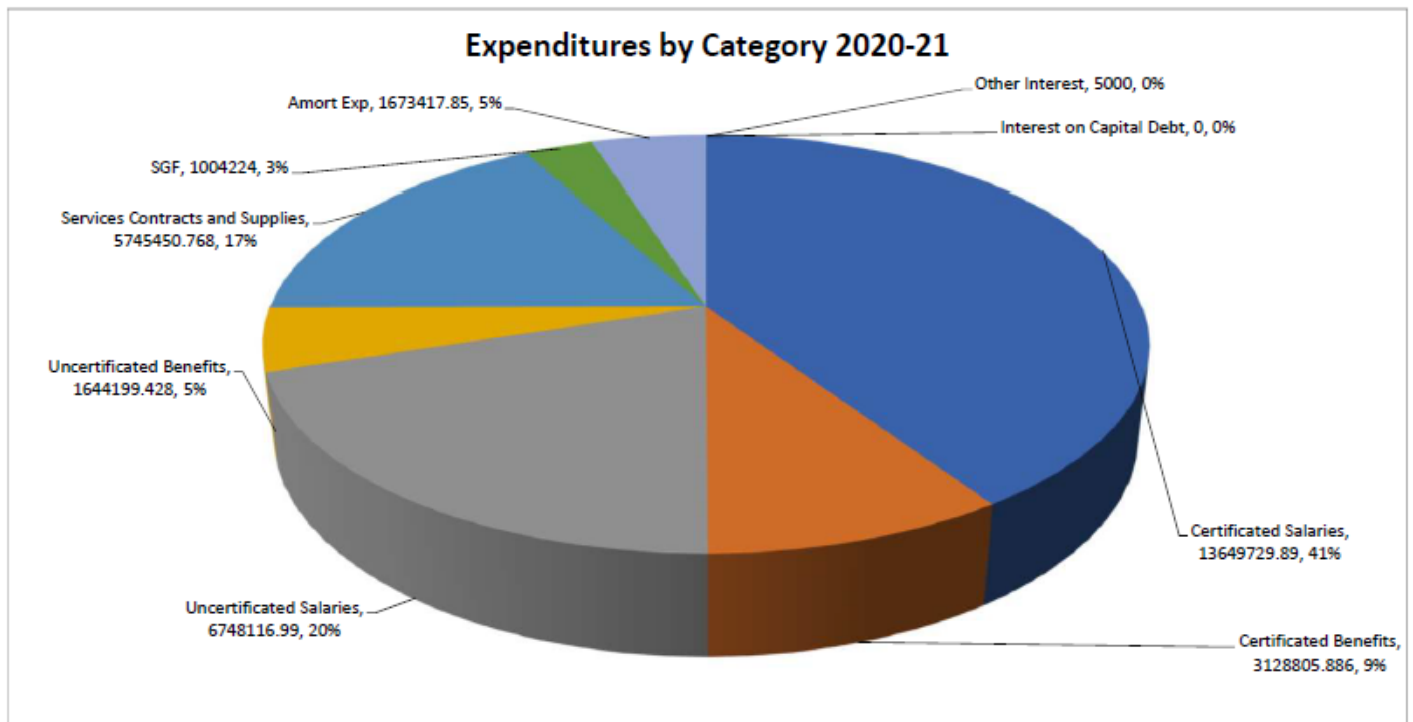
BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
REVENUES			
Government of Alberta	\$ 26,858,924	\$25,552,342	\$27,000,542
Federal Government and First Nations	\$ -	\$0	\$0
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ 4,404,533	\$4,404,533	\$4,191,654
Fees	\$ 739,598	\$739,598	\$629,230
Other sales and services	\$ 1,138,134	\$996,669	\$1,031,966
Investment income	\$ 63,062	\$63,063	\$76,373
Gifts and donations	\$ 97,108	\$103,108	\$163,646
Rental of facilities	\$ 17,640	\$20,640	\$26,121
Fundraising	\$ 188,945	\$188,945	\$137,175
Gains on disposal of capital assets	\$ -	\$0	\$0
Other revenue	\$ 13,000	\$13,000	\$116,793
TOTAL REVENUES	\$33,520,944	\$32,081,898	\$33,373,500
EXPENSES			
Instruction - Pre K	\$ 2,007,881	\$ 2,010,000.00	\$ -
Instruction - K to Grade 12	\$ 22,965,641	\$22,366,044	\$24,786,392
Operations & maintenance	\$ 5,191,341	\$4,647,747	\$4,665,435
Transportation	\$ 1,376,593	\$1,320,407	\$1,260,072
System Administration	\$ 1,579,986	\$1,664,009	\$1,672,813
External Services	\$ 795,937	\$766,754	\$456,946
TOTAL EXPENSES	\$33,917,379	\$32,774,961	\$32,841,658
ANNUAL SURPLUS (DEFICIT)	(\$396,435)	(\$693,063)	\$531,843

Expenditures by Program 2020-21



Expenditures by Category 2020-21



Summary of Facility & Capital Plan & Infrastructure Maintenance Renewal (IMR) Projects

Capital Plan

The Board continues to work with FWBA Architects to develop a 10-year and 3-year capital plan. The Current Capital Plan may be found [here](#).

Infrastructure Maintenance Renewal Plan

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2020-2021 IMR Plan on November 10, 2020 and can be found [here](#).

The table below outlines the IMR resources available to the Division in 2020-2021:

IMR funds available for 2019-20	\$ 2,240,890
add: 2019-20 interest from IMR funds	8,094
less: 2019-20 IMR capitalized	(165,447)
less: 2019-20 IMR expensed	(591,856)
Prior-year IMR funds carry-forward	1,491,681
add: 2020-21 IMR allocation	881,148
IMR Funds available for 2020-21	2,372,829
less: Prior-year project budgets to be completed - capital	(878,361)
less: Prior year project budgets to be completed - Expense	(116,483)
IMR Funds available for new projects 2020-21	1,377,984
less: 2020-21 new projects - capital	(172,720)
less: 2020-21 new projects - expense	(181,701)
IMR Funds available for emergent needs or carryforward	\$ 1,023,563

The amounts being invested into schools based on the 2020-2021 IMR is outlined below:

Facility	Approved Budget
All schools	\$ 574,040
Monsignor Mccoy	15,240
Mother Teresa	159,793
Notre Dame Academy	30,480
St. Mary's	1,094
St. Patrick's	40,640
St. Francis Xavier	108,642
St. Louis	36,885
St. Mary's	152,585
St. Michael's	5,265
St. Michael's	178,882
St. Patrick's	45,720
Total	\$ 1,349,266

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at 403-527-2292.

Parent Involvement

Site-based administrators are asked to include the Three-Year Education Plan and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters and school websites.

The Annual Education Results Report (AERR) and the Three-Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

Approval

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2019 - 2020 Annual Education Results Report and Three-Year Education Plan 2020 - 2023 at the November 24, 2020 Board Meeting.

Weblinks

- [2020-2021 Budget](#)
- [Audited Financial Statements for the Year Ended August 31, 2020](#)
- [Provincial Roll-up of Audited Financial Statements](#)
- [AERR and Three-Year Education Plan 2020-2023](#)
- [AERR and Three-Year Education Plan Summary 2020-2023](#)
- [Central Office Contact](#)

Communication

Medicine Hat Catholic Board of Education has posted the combined Annual Education Results Report and Three-Year Education Plan on the MHCBE Division website [here](#).

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 – 1st Avenue S.W. Medicine Hat, AB T1A 8B4
403-527-2292

